

Literacy

- Study a range of books and writing genres throughout the term.
- Writing character descriptions.
- Exploring fictional writing and creating own story openings.
- Drama – use of freeze frames, thought tracking and role play to explore characters' emotions and thoughts.
- Story mapping.
- Reading and writing different forms of poetry.
- Whole Class Reading.
- Continuation of joined handwriting practise with cursive writing style.
- Learning and applying spelling rules in daily sessions.

Place and Time



- Through chronology identify when the Stone Age began and when it ended and why.
- Learn about what life was like and discover what Neolithic man ate and how they survived.
- Explore using Primary and Secondary sources which animals were alive through this time period and why they became extinct.
- Discuss Stone Age art and the Stone Age tools which they used.
- Investigate what Skara Brae is and why it is so important for our understanding of this time period.
- Explore the mysteries of Stonehenge.

Spanish

- In Spanish, learning about the geography of Spain, Spanish greetings, numbers and colours.
- Learning basic questions and how to respond in Spanish.

Did the Stone -age rock?

Year 3 Autumn Term Learning Overview

Mathematics



- Developing confidence with place value up to 1000.
- Learning written calculation methods including vertical addition and subtraction, grid method to multiply and arrays to divide.
- Developing mental methods including addition and subtraction of 2- & 3-digit numbers, and multiplication and division facts for 3, 4 and 8 times tables.
- Developing problem solving skills involving numbers, fractions and measurements.
- Recognising fractions of sets of objects and numbers.

Science and Technology



- Comparing and grouping rocks according to their physical properties.
- Recognising that soils are made from rocks as well as organic matter.
- Understanding the process of weathering and its part in the rock soil cycle.
- Exploring fossil formation and its role in creating fuels.
 - Identifying that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identifying that humans and some other animals have skeletons and muscles for support, protection and movement.

PSHE

- Relationships – learning about healthy & respectful relationships
- Mental Wellbeing – recognising emotions in self and other and developing strategies to deal with them.
- Mindfulness in Schools Project

Creative Arts

- Exploring texture and colour with rock drawings and paintings.
- Creating Stonehenge models and drawing them using pastels.
- Making Stone Age pots and decorating them with prehistoric animals, inspired by ancient cave paintings.
- Creating musical accompaniments to rhymes.
- Listening to famous pieces of music with attention to detail and talk about the use of pitch, beat, tempo and texture.
- Creating their own pieces with an effect on the listener.



PE

- Fundamentals of movement
- Gymnastics



Computing

- Design and write programs that accomplish specific goals.
- To control and stimulate physical systems; solve problems by decomposing.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors.
- Understand and identify how to stay safe using different elements of technology.
- Using Book Creator on the i-pads in groups and independently.



Faith and Belief

- Children will draw on their understanding and experience of belonging and then relate this to how religious people have a sense of belonging to their faith and faith community.
- They consider how and why, for religious people, expressing their sense of belonging and identity is so important.